Pontypridd High School

Teaching and Learning Experiences Policy

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'

Teaching and Learning Experiences Policy

Date of policy:	October, 2023
Adopted:	School Improvement Committee Meeting, 16th November 2023
To be reviewed:	N/A – Last PHS Teaching & Learning Experiences Policy
Member of staff responsible:	Emerging Leader for Teaching and Learning Experiences
Committee Responsible:	School Improvement Committee

The **Teaching & Learning Experiences Policy** takes account of, and should be read in conjunction with, the following policies:

- Assessment, Recording and Reporting policy.
- Relationships and Sexuality Education Policy.
- Careers and Work-Related Experiences Policy
- Cross Curricular Skills policy.
- Educational Visits Policy.
- Curriculum Policy

and the Teaching and Learning Handbook 2023/2024.

Our Vision for learning at Pontypridd High School

- Developing positive relationships between learners and staff and their peers
- Developing learners that achieve the four core purposes
- Developing learners literacy, numeracy, digital and integral skills
- Developing learners positive attitudes to learning

Our Aim for the quality of learning

Pontypridd High School is committed to providing the highest quality learning experiences for all pupils. We aim to ensure 100% of our teaching is good and excellent teaching. Consistent adequate teaching does not serve to close gaps in learner attainment, it merely maintains them. On this basis, any judgment at that level needs to be acted on and improvement made to ensure pupils receive good or excellent standards, allowing them to make progress and achieve the success they deserve.

Our Purpose

This document provides all staff with a set of guidelines by which everyone is encouraged to be the best that they can, taking responsibility for their professional development, sharing the best practices in the most challenging, appropriate way for all pupils. This philosophy is an integral part of the annual performance management process of support and improvement for all staff.

Our non-negotiables for Teaching and Learning

When thinking about lesson structure – what are the essential parts to every lesson?
- What does the teacher need to do and at what point?

- What do the learners need to do?
- What are the non-negotiables in our lessons that are learner progress focused?

In every lesson at Pontypridd High School, learners will have:

A Learning Objective Shared
This could be in the form of a big question.

Progression of Skills
Opportunity for learners to develop their cross-curricular skills.

Questioning
Teacher or pupil led questioning that promotes and assess learning and understanding.

Periods of Reflection
This could be throughout and/or at the end of the lesson. This should link to the learning objective and success criteria.

We have also devised a common language to ensure that all staff and pupils fully understand some of the most important aspects of the learning process:

Our Agreed Teaching and Learning Language

Learning Objective: ⟶ A learning objective should be used to describe to learners what they should know or be able to do following learning taking place. The objective must be clear to learners. They also need to see the point of the objectives in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. You have to fully explained them in context.

Success Criteria: ⟶ A success criterion for achieving the outcomes should enable learners to be clear about what it will look like and feel like and sound like when they have made progress in relation to the learning objective. Where appropriate, this can be negotiated with the learners for optimum engagement.

Reflection: ⟶ Reflections at mid-points and ends of learning sessions must give the learners opportunity to reflect on what and how they have learnt and guide them to their next steps to success. An effective reflection should highlight the learner's misconceptions; once identified they need to be addressed either at the time or within the lessons that follow.

There is an importance of giving staff the professional freedom and autonomy to use different methods of teaching when they feel there is a need for it in the classroom. For a minority of the time, e.g. 20%, teachers should have the freedom to use other teaching methods for example, discovery learning, hands on experience, doing projects or setting up open ended tasks.

Planning for Learning (Professional Learning at Pontypridd High School)

At Pontypridd High School we are on a journey to change the way in which we plan our lessons. Through engagement with the Understanding by Design approach to teacher planning, which places emphasis on what and how we assess, our Professional Learning Programme will support teachers planning of lessons by answering the following questions, in order:

1. What is the purpose of this learning?
2. What cross-curricular skills we will need to develop and use?
3. What is the prior learning?
4. What are the possible misconceptions?
5. What do we want pupils to know, be able to do or experience?
6. How will we appropriately differentiate the learning?

7. What are our key words and phrase?
8. What cross-cutting themes will we explore?
9. What integral skills will we need to develop and use?
10. How will we ignite the learning?
11. How will we assess the learning? (Assessment for and of learning)
12. How will we feedback to the pupils on their progress?
13. How will pupils engage with their feedback and act upon it?
14. What resources will we need?

An example of the PHS Planning for Learning Proforma can be found in the appendices.

Assessment for Learning

The active use of Assessment for Learning (AfL) is viewed as key to pupil success and progress. The areas of AfL are recognised as use of modelling work, clear talk level and time direction, positive use of praise, use of mnemonics and scaffolds, learning objectives, success criteria, questioning techniques, self-assessment and feedback techniques.

The use of active and effective AfL is defined as:
• to use success criteria to allow learners to review their own learning and understand their progress;
• to encourage learners to become involved in setting their own learning targets;
• to give regular and constructive feedback (oral and written) enabling learners to know how well they are doing and what they need to do to improve;
• to encourage feedback to inform future planning (Estyn, 2015)

The summative assessment of learner progress and how we record and report on this information can be found in our Assessment, Recording and Reporting Policy.

How we will meet the Teaching Standards
Underpinning the expectation for staff to deliver good and excellent teaching are the agreed standards for teachers in Wales. Doing things well should enable all staff to work towards and / or meet the expectations to a good or excellent standard.

Senior and Middle Leaders are required to establish a teaching and learning culture whereby staff are able to;
- Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group
- Plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
- Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently and secure positive behaviour and promote the well-being of children and young people.
- Personalise learning to address individual needs and seek the views of learners on what would help them achieve their potential.
- Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
- Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
- Plan for support staff to be appropriately involved in supporting learning, ensuring they understand the roles they are expected to fulfil.

- Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
- Monitor and record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
- Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement supporting records and other evidence.
- Establish and maintain effective learning environments where all learners feel safe, secure and confident.

Monitoring the quality of teaching and learning

Leaders at all levels are responsible for monitoring the standards of teaching regularly. This includes observing lessons or parts of lessons, recording lessons and discussing and sharing best practice. Teaching and learning should be a core part of meetings and this is also the opportunity to look at good or excellent work in pupils books or listening to pupils opinions on their learning experiences through pupil voice sessions. It is essential that a collaborative and trusted learning culture is established around teaching and learning, where all staff recognise what good and excellent teaching looks like and are motivated and sufficiently skilled and knowledgeable to work at that level.

School guidelines are that each member of staff should be expected to be formally observed teaching at least twice in any academic year. Written feedback detailing strengths and areas to develop in terms of teaching and pupil progress will be shared and discussed following each observation. No formal judgements will be shared. Those observing the lessons will endeavour to provide written feedback within 5 working days and verbal feedback within 2 days, wherever possible.

One of these formal observations will be directly linked to the annual Performance Management process though all staff (the teacher and observer) should consider all of the information included in these guidelines as a means of supporting improvement as part of their own professional development. The drive to continually improve teaching standards and henceforth, standards of learning should be led by Performance Management. This should be a key aspect of the objective setting process, interim reviews and lesson observations. This document is a genuine resource and support opportunity to facilitate the PM process.

Following two calendared and dedicated cycles of quality assurance, including lesson observations and/or learning walks, student voice activities and reviews of learner work, Leaders of Learning are responsible for completing a faculty learning and teaching evaluation and actioning key areas for improvement.

The Emerging Leader responsible for Teaching & Learning Experiences is responsible for completing quality assurance at a whole school level, including that of documentation. The Emerging Leader is responsible for disseminating this to Leadership colleagues at all levels.

Moving the quality of teaching from Adequate to good or excellent

Following any formal lesson observation it is essential that the member of staff being observed receives accurate and detailed feedback and this should identify the key area(s) that need to be improved on. If the outcome identifies adequate teaching which results directly in adequate standards, improvement to good or excellent standards can be achieved through a range of CPD opportunities. The areas below are not intended to be sequential and but more a 'best-fit' decision based on the professional dialogue between colleagues. This could involve taking elements from each area to provide the most appropriate way forward.

'Quick response'
Initially the observed member of staff has the option to ask for a repeat observation. It is suggested that this takes place within an agreed reasonable time period with area(s) for improvement being acted upon. As the initial observation not formally recorded at this point the observation form will be agreed and signed and this will amount to one formal lesson observation judgment.

'Self-Improvement'
A member of staff may decide not to repeat a lesson observation but instead dedicate time to acknowledging the need to improve, their preferred way forward is to take further professional responsibility for their own improvement. They should be encouraged to do as much as they feel is necessary to access information that helps them to improve. The member of staff could discuss ideas with the Faculty Leader of Learning / Schools' Leader of Teaching and Learning (Emerging Leader) faculty colleagues and in meetings, School Teach Meets and / or Professional Learning Group colleagues / Team meetings. They may also use iRIS to record and review their own teaching and arrange to observe others or to be observed teaching. Ideally this commitment to improve by the member of staff will lead to a successful second observation; for example, in the Spring Term or Summer Term.

'Peer Partnership'
It is important that the Faculty Leader of Learning / leader with line management responsibility is always available to provide opportunity for sharing best practice and confirming with colleagues what good and excellent teaching / standards looks like. This could involve discussing ideas with the Schools' Leader of Teaching and Learning, Faculty Leader of Learning, faculty colleagues, in Teach Meets and / or Professional Learning Groups / Team meetings. Staff may also use iRIS to record and review their own teaching and arrange to observe others or to be observed teaching. The Leader of Learning / line manager or another colleague(s) may take on a 'coaching' role with specific areas for improvement agreed. Ideally this link between peers will lead to a successful lesson observation; for example, in the Spring Term or Summer Term.

'School partnership'
In this case there may be a need for more line management control whereby the Head of Faculty in partnership with the teacher and Emerging Leader responsible for whole school teaching and learning experiences will arrange regular meetings over an agreed period of time. The actions at this point will be tailored to meet individual needs and agreed upon by all staff. The member of staff can be 'covered' from normal timetable duties for up to 4 additional hours during this period of time to cover meetings or lesson observations of colleagues as appropriate. Again, at this time there will also be opportunity for the member of staff to discuss ideas with other faculty colleagues and in meetings, School Teach Meets and / or Professional Learning Groups / Team meetings. They may also use iRIS to record and review their own teaching and arrange to observe others or

to be observed teaching. Ideally, this collaboration will lead to a successful lesson observation; for example, in the Spring Term or Summer Term

If the quality of standards and / or teaching remain inadequate after a range of ideas and staff have been involved then further discussions will take place with the member of staff to identify the most appropriate means of achieving further improvement.

NB: Where the member of staff judged to be inadequate is the Head of Faculty, the Leadership Team Link will be involved in the options above.

Learning Experiences

Learning experiences are a vital part of the learning process that should encourage, enable to emphasis the skills and knowledge learnt within their lessons. Learning experiences range from external visitors and school-based workshops to educational trips and visits.

Well planned learning experiences offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning, and raise levels of achievement in many aspects of their life and education.

Pontypridd High School has a strong commitment to the added value of learning in addition to classroom-based learning. Teachers and support staff are encouraged to actively seek opportunities to enable students to access such experiences.

Leaders of Learning, Heads of Faculty and Senior Leaders are responsible for ensuring that learning experiences are fully accessible to all learners and that relevant budget planning and/or access is utilised to support inclusion wherever possible.
Further information on the organisation of educational trips and visits can be found in our Planning for Educational Trips and Visits Policy.

Homework

At Pontypridd High School, we believe that homework is an essential part of students' learning. In line with Curriculum requirements, homework is set and students are encouraged to, and expected to establish good homework habits from year 7.

We strongly believe that:

- Homework should be set regularly as a means of reinforcing and extending learning
- Homework should be differentiated to meet the needs of individual students
- Homework should be understood by students and parents, and not be seen as an onerous task

Homework is set once per half term, per faculty and/or teacher. The focus of homework is to reinforce and extend learning. Students in year 10 to 13, at this time of their school life, are focused on exam preparation and homework can be used to encourage healthy revision for exam periods.

Quality Assurance

Regular calendared quality assurance activities (learning walks, student voice and work scrutiny) enable all stakeholders to evaluate the teaching and learning experiences. Our teaching and learning experiences will be kept under review and updates to the policy will be made where appropriate.

Monitoring

The procedures and activities outlined in this policy are continually reviewed by all school leaders, staff, students, and parents / carers through a continual cycle of reviews that measure progress towards agreed success criteria.

Procedures and the means by which progress is being measured and recorded will be amended as appropriate where outcomes do not meet those expected.

The policy will be monitored by the leadership team and any recommendations for change presented to school governors.

Appendix One: Planning for Learning Proforma

AoLE/Subject Discipline:		Planning Type:		Year Group:	

Context	Cross-Curricular Skills	Subject Knowledge, Skills & Experiences		
Establish the purpose, what are the pupils aiming for?	What are you looking to develop in your lesson(s) be specific?	Where are the pupils in their learning?	Possible misconceptions?	What are you looking to develop in your lesson(s) be specific in the knowledge and skills. What should learners be able to • Know. • Understand. • Be able to do. • Have experiences of.

Supporting the Learning

How are you meeting needs of all pupils (universal provision)?

How are you differentiating / scaffolding & stretching the learning?

Challenge for all agenda

Ignite the Learning (Hook/Topic)	Integral Skills Development	Cross-Cutting Themes	Key Words
How are you going to engage the learners and encourage them to learn? Are activities interesting, innovative, thought provoking, exciting and relevant?	What skills will transfer? The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching **CREATIVITY & INNOVATION** • Demonstrate original thinking and an ability to identify and challenge assumptions. • Be able to combine or develop ideas. • Assess and evaluate ideas, choosing and implementing options. • Demonstrate imagination and initiative to solve problems. • Reflect on the process and identify how it could be improved. • Use digital techniques and methods for a range of activities including: collaboration, team working and creativity **CRITICAL THINKING & PROBLEM-SOLVING** • Identify, analyse and reflect upon problems or issues. • Identify potential solutions or responses and reasons for different views. • Are able to justify decisions, identify and develop arguments. • Critically assess the strength of options and arguments, take into account opposing views or alternative ideas. • Evaluate the validity and reliability of sources of information. • Demonstrate resilience and perseverance. • Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them. **PERSONAL EFFECTIVENESS** • Demonstrate initiative and independence. • Evaluate own personal effectiveness. • Manage time effectively. • Be able to respond appropriately to conflict. • Understand roles and work effectively within a team. • Respect and respond to the values and opinions of others, presenting own views effectively **PLANNING & ORGANISING** • Be able to develop and agree aims and objectives and set targets or milestones. • Demonstrate responsibility and reliability.	**Diversity** Are their opportunities for learners to: • develop empathy and compassion for others • celebrate diverse backgrounds, values and characteristics. • develop their own values and sense of identity. • develop understanding of people with different beliefs and perspectives • challenge stereotypes **Careers and work-related experiences** *CWRE should inspire learners to:* • develop an understanding of the purpose of work in life, both for themselves and for society as a whole • become increasingly aware of the range of opportunities available to them, broadening their horizons • develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning • appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important • explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship • develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life **RSE** • ***Relationships and identity***: helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.	What is the key vocabulary needed for this series of lessons?
	• Be able to produce a plan, identify and manage resources, • timescales, and activities and allocate responsibilities. • Select, organise and evaluate information relevant to the objective or plan. • Implement, monitor and evaluate a plan, modifying it as needed • and adapting to change	• ***Sexual health and well-being***: helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives. • ***Empowerment, safety and respect***: helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice **Cwricwlwm Cymreig** • Cultural, Historical, Economical, Environmental, Linguistical.	

Assessment

How are you measuring progress? How do we know that learners have **understood** the intended learning? - What assessment approaches are you using?

Assessment for Learning	Assessment of Learning	Feedback

Resources	Learner Reflection on Learning
What resources are needed to effectively meet the learning intentions?	Strategies for enabling pupils to reflect on their learning and recognise the next steps. How does this inform future planning?

Appendix Two: Lesson Observation Feedback Sheet

LESSON OBSERVATION FEEDBACK

Teacher	Observer	AoLE / Subject	Focus			

Date	Lesson	Teaching Group	No of Pupils			
			Aspire	ALN	eFSM	Total

Performance Management Focus

Learning and AtL

- ☐ Listening and speaking
- ☐ Reading
- ☐ Writing
- ☐ Numeracy
- ☐ Digital
- ☐ Creativity
- ☐ Physical development
- ☐ Welsh language
- ☐ Progress in lesson

- ☐ Attendance and punctuality
- ☐ Behaviour
- ☐ Engagement
- ☐ Concentration, resilience and perseverance
- ☐ Working independently
- ☐ Working in groups and as a whole class
- ☐ Improve their own learning
- ☐ Problem solving and thinking skills
- ☐ Gaps in books

Teaching and Assessment

- ☐ Planning for learning and developing skills
- ☐ Range of methods and resources
- ☐ High expectations
- ☐ Pace
- ☐ Challenge and differentiation
- ☐ Support and intervention
- ☐ Subject knowledge
- ☐ Working relationships
- ☐ Modelling
- ☐ Promotion of positive and safe behaviour
- ☐ Use of support staff

- ☐ Questioning
- ☐ Verbal feedback
- ☐ Written feedback
- ☐ Opportunities to respond to feedback
- ☐ Peer and self-assessment
- ☐ Assessment

Verbal feedback to be given within 2 working days and **written feedback** to be given within 5 working days

Signed (Observer)		Date	

Teacher's comments on feedback

Teacher's signature

Signed		Date	

Please send a copy of this feedback to the PM Appraiser

Learning and progress

- Listening and speaking
- Reading
- Writing
- Numeracy
- Digital
- Creativity
- Physical development
- Welsh language
- Progress in lesson

Attitudes to learning

- Attendance and punctuality
- Behaviour
- Engagement
- Concentration, resilience and perseverance
- Working independently, in groups and as a whole class
- Improve their own learning
- Problem solving and thinking skills
- Gaps in books

Teaching

- Planning for learning and developing skills
- Learning experiences
- Range of methods and resources
- High expectations
- Pace and challenge
- Differentiation, support and intervention
- Subject knowledge
- Working relationships
- Language modelling
- Promotion of positive and safe behaviour
- Use of support staff

Assessment

- Questioning
- Verbal feedback
- Written feedback
- Opportunities to respond to feedback
- Peer and self-assessment
- Assessment - impact on planning

FEEDBACK WRITING GUIDANCE

Quantifying phrase

The following list of quantifying phrases should be used to quantity the number of pupils:

- Nearly all   With very few exceptions
- Most   90% or more
- Many   70% or more
- A majority   Over 60%
- Half   50%
- Around half   Close to 50%
- A minority   Below 40%
- Few   Below 20%
- Very few   Less than 10%

Evaluative phrase

The following list of evaluative phrases, although not exhaustive, should be used:

- appropriate
- beneficial
- competent
- comprehensive
- efficient
- exceptional
- exemplary
- extensive
- highly effective
- inappropriate

- ineffective
- inefficient
- insufficient
- limited
- mediocre
- not fit for purpose
- outstanding
- poor
- positive
- purposeful

- relevant
- restricted
- satisfactory
- skilful
- solid
- sound
- strong
- successful
- sufficient
- suitable

- superb
- thorough
- unsuitable
- useful
- valid
- valuable
- weak
- well
- worthwhile

Evaluative feedback

When writing your feedback, you should introduce a quantifying phrase first, followed by the most suitable evaluative phrase second. For example:

- A minority of pupils analyse text highly effectively
- Many pupils give extensive spoken responses
- Many pupils have a comprehensive understanding of how different types of writing should be structured
- Most pupils are able to apply an appropriate a range of calculation strategies
- A majority of pupils have weak literacy skills and do not develop these skills well enough within lessons.

* Please include examples where helpful - "For example…"

Following an observation of teaching that is inadequate staff will use Appendix 1, 2 and 3 as appropriate.

'Self-Improvement'

Following your lesson observation it is recommended that you should choose to do some of the following CPD activities. Consider the areas for improvement highlighted by your lesson observation; eg Lesson planning, pace and challenge, quality of questioning, engagement of all pupils and differentiated tasks or the effectiveness of plenary sessions			
Suggested Activities	**Tick as Appropriate**	**Date**	**Additional Information or Evidence Gained**
Fully engage with Professional Learning and provide evidence of impact			
Reflect on own practice using iRIS in addition to Professional Learning			
Reflect on others' practice using iRIS in addition to Professional Learning			
Observe colleague(s)			
Meet with colleague(s) / Leader of Learning			
Enlist in peer coaching			
Be observed informally			
Lesson planning with colleagues			
Undertake a learning walk			
Attend an L&T workshop			
Use good practice shared in a briefing/ L&T workshop			
Engage in professional dialogue using social media such as Twitter			
Read professional guidance and literature			

'Peer Partnership'

Following your lesson observation it is recommended that you should choose to do some of the following CPD activities. Consider the areas for improvement highlighted by your lesson observation; eg Lesson planning, pace and challenge, quality of questioning, engagement of all pupils and differentiated tasks or the effectiveness of plenary sessions			
Suggested Activities	**Tick as Appropriate**	**Date**	**Additional Information or Evidence Gained**
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Be observed informally			
Lesson planning with colleague(s)			
Undertake a learning walk			
Attend an L&T workshop			
Use good practice shared in a briefing/ L&T workshop			
Engage in professional dialogue using social media such as Twitter			
Read professional guidance and literature			

'School Partnership'

Following your lesson observation it is recommended that you should meet with leadership colleagues to identify areas for improvement and work on strategies that can help to improve the quality of teaching to good or excellent
Partnership Meeting : Week 1 (Date) **Comment**
Partnership Meeting : Week 3 (Date) **Comment**
Partnership Meeting : Week 5 (Date) **Comment**